



ALIGNMENT

Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)

WITH
**Delaware Early Learning Foundations:
Infant/Toddler and Preschool**

Alignment of Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3) with the Delaware Early Learning Foundations

This document aligns the *Delaware Early Learning Foundations: Infant/Toddler* and *Preschool* [2010] with the areas, strands, goals, and objectives of *Assessment, Evaluation, and Programming System for Infants and Children, Third Edition (AEPS®-3)*.

References

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Delaware Department of Education. (2010). *Delaware Early Learning Foundations: Infant/Toddler*. Retrieved from: <https://dieecpd.org/static/uploads/files/elfinfanttoddler9-10.pdf>

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Infant/Toddler Foundations

Social Emotional

Self-Awareness

SE1 Express feelings, emotions, and needs in a responsive environment

SE2 Discover own body

SE3 Recognize and respond to name

SE4 Begin to develop independence

SE5 Begin to develop a sense of accomplishment

Young Infant (0-6 months)	Cry, smile, coo	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Use a variety of facial expressions	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Begin to communicate needs through cries and gestures	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Show distress by crying and/or kicking legs	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Move hands and feet, begin to look at fingers	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Turn head toward caregiver when hears name	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Cry to get needs met	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Use sounds, body movements, and eye contact to promote interaction	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Stop crying when needs met	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

Self-Regulation

SE6 Begin to develop calming and coping skills

SE7 Develop self-control

Young Infant (0-6 months)	Stop crying when adult gently rocks or talks to baby	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Close eyes, suck on fist, turn head away from distractions	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Calm self by sucking thumb, fingers, pacifier, or toy	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Cry to be picked up	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Stop crying when picked up or hears caregiver's voice	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice

Attachments/Social Relationships

SE8 Express feelings through facial expressions, gestures, and sound

SE9 Build a trusting relationship with a caring adult

SE10 Engage with other children

SE11 Respond to emotions of others

Young Infant (0-6 months)	Cry, grimace	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Coo, begin to smile, move arms, and legs excitedly	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Look at caregiver's face	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Turn toward sound of familiar caregiver's voice	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Imitate gestures, facial expressions, and sounds	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Express own needs	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Begin to look at other babies	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation

Language and Literacy

Receptive Language

LL1 Show interest in sounds

LL2 Show interest in language of others

LL3 Begin to understand gestures, words, routines, communication

LL4 Respond to communication of others

Young Infant (0-6 months)	Startle or cry to loud sounds	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Quiet down and turn head towards familiar voice	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Smile when spoken to or greeted by smiling face	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Smile, kick, move arms and legs while listening to caregiver's voice	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Gaze at face	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Watch speaker intently	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Look at object or picture caregiver indicates with gestures and words	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Look to caregiver when name is spoken	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Lift arms when caregiver gestures or says "Up" while picking up baby	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior

Expressive Language

LL5 Use sounds, gestures or actions to communicate wants and needs

LL6 Imitate sounds, words, signs, facial expressions, and gestures

LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences

LL8 Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states

LL9 Engage in turn-taking, back-and-forth exchanges leading to conversation

Young Infant (0-6 months)	Respond to speaker/signer by smiling	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Will quiet his/her body when spoken/signed to	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Laugh	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Raise arms to familiar adult	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Kick and coo to show excitement	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Imitate pointing	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Imitate some movements or gestures	Cognitive	B. Imitation and Memory	1.2 Imitates familiar simple motor action
	Use meaningful gestures	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Vocalize pleasure and displeasure sounds	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Vocalize when talked to while moving limbs	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	Cry to communicate different meanings	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Respond to names of familiar objects in primary language by moving body or making sounds	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Gurgle	Social-Communication	A. Early Social Communication	2.1 Coos and gurgles
	Use different types of cries to signal hunger, discomfort, fear, or pain	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Smile at adult to invite interaction	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Laugh aloud	Social-Emotional	A. Interactions with Adults	1.2 Responds to familiar adult's positive social behavior
	Raise arms to familiar adult	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Move arms and legs when looking at someone	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Cry if another baby cries	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

Emergent Literacy

LL10 Show interest in rhymes, books, stories, and songs

LL11 Actively participate and show appreciation for book reading, story sharing, and singing

LL12 Interact with books appropriately

Young Infant (0-6 months)	Explore books using senses (Ex: taste, feel, sight, smell)	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Reach for pages of books	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Look at caregiver's face when being read to	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Demonstrate enjoyment through facial/body movements to sound of words in books	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Follow caregiver's gaze to pictures	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation

Emergent Writing

LL13 Use and experiment with different writing materials

LL14 Notice and show interest in signs and words in the classroom environment

Young Infant (0-6 months)	Move both hands when he/she sees an exciting object	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Grasp object, lets go, and attempts to grasp it again	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Discoveries

Sensory Awareness

DS1 Use vision to respond to light and focus on details such as faces, movement, and color

DS2 Use taste and smell to learn about foods, people, and objects

DS3 Explore people and objects through touch

DS4 Use hearing to gain information about people, places, language, and things

DS5 Use all senses to learn about cultures and ways of doing things

Young Infant (0-6 months)	Play with own hands and feet	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Gaze at faces and objects	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Gather information about people, objects, and themselves using multiple senses	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Spatial Awareness

DS6 Discover how their own bodies fit into spaces

DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump

Young Infant (0-6 months)	Find mouth to explore self and objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore environment by rolling, inching, or crawling	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Reach for and grasp objects	Fine Motor	A. Reach, Grasp, and Release	All

Memory

DS8 Focus on people in their immediate world

DS9 Focus on objects in their immediate world and when they disappear, they no longer exist for the infant

DS10 Realize that people and objects that have disappeared still remain in the infant's memory

Young Infant (0-6 months)	Explore objects only in immediate world	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Does not search for a person or object that has disappeared	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Cause and Effect

DS11 Realize that a specific action (Ex: cry) is caused either through their own body or their own actions

DS12 Recognize that people and specific parts of objects can cause things to happen

DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)

DS14 Watch people and see how they can be used to get what they want

DS15 Use objects as a way to get what they want

Young Infant (0-6 months)	Grasp objects and bring to mouth to explore	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms
	Repeat behaviors such as kicking, shaking, or batting	Social-Emotional	A. Interactions with Adults	2.3 Responds to familiar game or action
	Use cries or sounds to express needs for food, attention, and comfort	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state

Attention and Persistence

DS16 Notice and pay attention to objects and people of interest

DS17 Choose to stay with an activity that interests them

Young Infant (0-6 months)	Become quiet when caregiver responds to basic needs	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Focus on patterns in carpet or on mobile	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation

Curiosity and Problem Solving

DS18 Explore objects to see how they work, using trial and error to meet challenges

DS19 Make connections with people and use what they know from other situations to solve a problem

DS20 Try a variety of approaches in problem solving using own body and objects

Young Infant (0-6 months)	Physically, emotionally, or verbally react to environment	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Put objects in mouth, bang objects against materials, shake, or hit objects	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline

Play

DS21 Play with hands

DS22 Imitate and practice what happens in their life as they watch people and events

DS23 Use props and people as they engage in make believe play and act out simple themes

Young Infant (0-6 months)	Watch what is happening in environment	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Reach for and explore real objects	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms

Physical Health and Development

Sensory

PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)

PD2 Organize and discriminate sensory experiences

PD3 Engage in sensory activities and play

Young Infant (0-6 months)	Startle to unexpected sounds	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Quiet to soothing sounds	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Turn head toward sounds	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Respond to faces and touch with smile	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Follow moving object with eyes	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Reach out to grasp and hold object	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Explore objects with mouth and hands	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Fine Motor

PD4 Develop strength, small motor control, and coordination through daily activities

PD5 Touch, grasp, reach, and explore people and objects

PD6 Develop and use eye-hand coordination to perform a variety of tasks

PD7 Use and manipulate objects purposefully

PD8 Use two hands in a coordinated, purposeful fashion

Young Infant (0-6 months)	Begin with hands tightly fisted and gradually open and move them	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
	Grasp what is put in hands	Fine Motor	A. Reach, Grasp, and Release	2.4 Grasps hand-size object using whole hand
	Mouth hands	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Bring hands to midline	Fine Motor	A. Reach, Grasp, and Release	1.1 Brings hands together near midline
	Consistently use hands for object exploration	Fine Motor	A. Reach, Grasp, and Release	All
	Put toys in mouth	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Shake toys while holding	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms

Gross Motor

PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs

PD10 Increase the strength, balance, and coordination of their bodies

PD11 Ability to coordinate their bodies to perform increasingly complex movements

PD12 Interact with people and environment through movement and body awareness

Young Infant (0-6 months)	Move arms and legs randomly	Gross Motor	A. Body Control and Weight Transfer	1.1 Kicks legs
		Gross Motor	A. Body Control and Weight Transfer	1.2 Waves arms
	Turn head side to side	Gross Motor	A. Body Control and Weight Transfer	1.3 Turns head side to side
	Lift head when on stomach	Gross Motor	A. Body Control and Weight Transfer	2.2 Remains propped on nonextended forearms with head lifted
	Hold head without bobbing when held	Gross Motor	A. Body Control and Weight Transfer	4.6 Holds head in midline when sitting supported
	Reach up while on back	Gross Motor	A. Body Control and Weight Transfer	1.2 Waves arms
	Begin to have control of arm movements	Gross Motor	A. Body Control and Weight Transfer	1. Turns head, moves arms, and kicks legs independently of each other
	Begin to reach for and hold objects	Fine Motor	A. Reach, Grasp, and Release	1. Makes directed batting or swiping movements with each hand
	Roll back and forth	Gross Motor	A. Body Control and Weight Transfer	3 (all)
	Push up from belly on straight arms	Gross Motor	A. Body Control and Weight Transfer	2.1 Remains propped on extended arms with head lifted

Health Awareness and Practice

PD13 Learn about and respect their bodies

PD14 Engage in daily physical activity, both indoors and outdoors

PD15 Experience and learn about hygiene routines

PD16 Experience and learn about healthy lifestyle practices

PD17 Learn about and demonstrate safe behaviors and accident prevention

Young Infant (0-6 months)	Cry when hungry or uncomfortable	Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Enjoy warm baths	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Relax when rocked	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Interact with caregivers when content and secure	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Explore indoors and outdoors, free of confining equipment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Show interest in solid food	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation

Social Emotional

Self-Awareness

SE1 Express feelings, emotions, and needs in a responsive environment

SE2 Discover own body

SE3 Recognize and respond to name

SE4 Begin to develop independence

SE5 Begin to develop a sense of accomplishment

Older Infant (6-12 months)	Cry, gesture, coo, and make other sounds	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Signal for adult attention or request help by crying, gesturing, or moving	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Express emotions including happiness and anger (when frustrated)	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
		Social-Communication	A. Early Social Communication	3.2 Vocalizes to another person expressing negative affective state
	Express fear of unfamiliar people by moving toward caregiver	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Express needs such as pointing to bottle when hungry	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Spit out things that are “icky”	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Move body with purpose such as picking up a toy	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Point to body parts while looking at books or pictures with adult prompt	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Smile, make eye contact when hears name	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names

	DE Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Infant (6-12 months)	Entertain self for short periods of time	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Physically move away from caregiver to play and explore environment	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Begin to feed self with fingers	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Begin to remove clothing – pull off socks and shoes	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Begin to participate in dressing by holding out arm or leg	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Smile, laugh, clap, repeat gestures to cheer for self after trying new things such as crawling or walking	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Repeat action such as <i>Pat-a-Cake</i> or <i>Bye-bye</i>	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
Self-Regulation				
SE6 Begin to develop calming and coping skills				
SE7 Develop self-control				
Older Infant (6-12 months)	Cry and cling to parents when they are leaving, but calm down after a short time	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Calmly adapt to small transitions during the day	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Cling to primary caregiver	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Begin to comfort self by sucking on pacifier or snuggling with favorite toy	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

Attachments/Social Relationships

SE8 Express feelings through facial expressions, gestures, and sound

SE9 Build a trusting relationship with a caring adult

SE10 Engage with other children

SE11 Respond to emotions of others

Older Infant (6-12 months)	Express joy	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Get angry when frustrated	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Spit out things that are “icky”	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Express fear of unfamiliar people by looking at or moving toward caregiver	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Begin to cry when another baby cries	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Smile, laugh when in presence of familiar caregiver	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Show affection for familiar adults	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Vocalize to call for caregiver	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Begin to engage in turn-taking or two-way “conversations”	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Crawl away but checks back visually, call/gesture to ensure adult contact	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Act anxious around strangers	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Point to photos of family members	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Look to caregiver for approval when completing task	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult

DE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Infant (6-12 months)	Look at others	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Take toys from other babies	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Not share toys	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Scream when baby takes their toy	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
Language and Literacy				
Receptive Language				
LL1 Show interest in sounds				
LL2 Show interest in language of others				
LL3 Begin to understand gestures, words, routines, communication				
LL4 Respond to communication of others				
Older Infant (6-12 months)	Smile and laugh during interactions	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Actively search for source of sound that is not visible	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Move body to song or music	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Respond to safety words such as “Stop!” or “Hot!” (Ex: pause, eye contact)	Social-Communication	B. Communicative Understanding	2.2 Responds to single-word directive

Expressive Language

LL5 Use sounds, gestures, or actions to communicate wants and needs

LL6 Imitate sounds, words, signs, facial expressions, and gestures

LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences

LL8 Use sounds, words, or signs for a variety of purposes, including expressing emotions and physical states

LL9 Engage in turn-taking, back-and-forth exchanges leading to conversation

Older Infant (6-12 months)	Protest by gesturing or shake head	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Wave bye-bye	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	May point to request an item	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Reach to touch another person's body part	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Reach for object person is holding	Fine Motor	A. Reach, Grasp, and Release	1.2 Makes directed movements with arms
	Imitate facial expressions	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Imitate sounds/signs of primary language	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Imitate environmental sounds (Ex: car sounds, animal sounds)	Cognitive	B. Imitation and Memory	2.2 Imitates familiar vocalizations
	Listen to and try to show participation with fingerplays	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Produce different sorts of consonant vowel sounds (Ex: ma ma ma ma ma, da da da da, de de de de)	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Chuckle and laugh	Social-Communication	A. Early Social Communication	3.1 Vocalizes to another person expressing positive affective state
	Use sounds to get and keep an adult's attention	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Look at specific item upon hearing/seeing word in primary language	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Use same sounds, intonations, signs, and facial expressions as parents do	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate

	DE Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Infant (6-12 months)	Produce strings of babble with intermixed, occasional words	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Combine vocalizations with gestures	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Point to ask for out-of-reach toy	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Babble by self and in response to others	Social-Communication	A. Early Social Communication	2. Produces speech sounds
Emergent Literacy				
LL10 Show interest in rhymes, books, stories, and songs				
LL11 Actively participate and show appreciation for book reading, story sharing, and singing				
LL12 Interact with books appropriately				
Older Infant (6-12 months)	Independently pick up a book and flip the pages	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Listen and/or look at books for a short period of time when read to	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading
	Babble while looking at book as if reading	Social-Communication	A. Early Social Communication	2. Produces speech sounds
	Show enjoyment while looking at pictures	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
Emergent Writing				
LL13 Use and experiment with different writing materials				
LL14 Notice and show interest in signs and words in the classroom environment				
Older Infant (6-12 months)	Transfer and manipulate an object with hands	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Pick up a small toy with thumb and fingers (pincher grasp)	Fine Motor	A. Reach, Grasp, and Release	2.1 Grasps hand-size object
	Show interest when adults write	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation
	Use crayons to make marks	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Make marks with finger in paint	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Discoveries

Sensory Awareness

DS1 Use vision to respond to light and focus on details such as faces, movement, and color

DS2 Use taste and smell to learn about foods, people, and objects

DS3 Explore people and objects through touch

DS4 Use hearing to gain information about people, places, language, and things

DS5 Use all senses to learn about cultures and ways of doing things

Older Infant (6-12 months)	Shake rattle or use voice to make sounds	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Reach out, touch and explore nurturing caregivers	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Focus on details, color, and movements of people and objects	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation

Spatial Awareness

DS6 Discover how their own bodies fit into spaces

DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill and dump

Older Infant (6-12 months)	Stack, sort, dump, push, and pull objects to see how they fit	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Explore the world from a new view by sitting up, creeping, and crawling	Gross Motor	A. Body Control and Weight Transfer	4 (all)
		Gross Motor	B. Movement and Coordination	1 (all)

Memory

DS8 Focus on people in their immediate world and when they disappear, they no longer exist for the infant

DS9 Focus on objects in their immediate world and when they disappear, they no longer exist for the infant

DS10 Realize that people and objects that have disappeared still remain in the infant's memory

Older Infant (6-12 months)	Continue to play though notices caregiver is out of sight	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Search actively for an object that is hidden	Cognitive	C. Conceptual Knowledge	1.2 Locates hidden object
	Repeatedly drop objects and look to see where they have gone	Cognitive	D. Reasoning	2.2 Uses simple actions on objects

Cause and Effect

DS11 Realize that a specific action (Ex: cry) is caused either through their own body or their own actions

DS12 Recognize that people and specific parts of objects can cause things to happen

DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)

DS14 Watch people and see how they can be used to get what they want

DS15 Use objects as a way to get what they want

Older Infant (6-12 months)	Use hands or objects to cause actions like music or movement	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Use fingers to feed self	Adaptive	A. Eating and Drinking	3.2 Eats with fingers
	Point or vocalize to obtain wants or needs	Social-Communication	A. Early Social Communication	4.1 Makes requests of others

Attention and Persistence

DS16 Notice and pay attention to objects and people of interest

DS17 Choose to stay with an activity that interests them

Older Infant (6-12 months)	Change behaviors when routines or rituals are changed	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Turn away from intense interactions or sounds	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Look back and forth between people and objects	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Curiosity and Problem Solving

DS18 Explore objects to see how they work, using trial and error to meet challenges

DS19 Make connections with people and use what they know from other situations to solve a problem

DS20 Try a variety of approaches in problem solving using own body and objects

Older Infant (6-12 months)	Use own body to taste, feel, touch, or smell objects and materials in their world	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Discover properties of objects by using them over and over again in multiple ways	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects

Play

DS21 Play with hands, feet, and objects in their immediate world

DS22 Imitate and practice what happens in their life as they watch people and events

DS23 Use props and people as they engage in make believe play and act out simple themes

Older Infant (6-12 months)	Roll, inch, or crawl to different areas of the room to experience and explore real objects	Gross Motor	A. Body Control and Weight Transfer	3 (all)
		Gross Motor	B. Movement and Coordination	1 (all)

Physical Health and Development

Sensory

PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)

PD2 Organize and discriminate sensory experiences

PD3 Engage in sensory activities and play

Older Infant (6-12 months)	Begin some imitation of handplay such as waving bye-bye and clapping hands	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Calm with comfort from a familiar adult when upset	Social-Communication	A. Early Social Communication	1.1 Quiets to familiar voice
	Respond to familiar books and songs	Social-Emotional	A. Interactions with Adults	2. Maintains social interaction with familiar adult
	Respond to different textures	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects

Fine Motor

PD4 Develop strength, small motor control, and coordination through daily activities.

PD5 Touch, grasp, reach, and explore people and objects.

PD6 Develop and use eye-hand coordination to perform a variety of tasks

PD7 Use and manipulate objects purposefully

PD8 Use two hands in a coordinated, purposeful fashion

Older Infant (6-12 months)	Transfer objects from one hand to another	Fine Motor	B. Functional Skill Use	3.5 Transfers object from hand to hand
	Control grasp and release of single objects	Fine Motor	A. Reach, Grasp, and Release	3.1 Releases object into targeted space
		Fine Motor	A. Reach, Grasp, and Release	3.2 Releases object into nondefined space
	Hold a toy in each hand simultaneously	Cognitive	D. Reasoning	1.2 Retains one object when second object is obtained
	Begin to finger-feed self	Adaptive	A. Eating and Drinking	3.2 Eats with fingers

Gross Motor

PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs

PD10 Increase the strength, balance, and coordination of their bodies

PD11 Ability to coordinate their bodies to perform increasingly complex movements

PD12 Interact with people and environment through movement and body awareness

Older Infant (6-12 months)	Gradually sit independently	Gross Motor	A. Body Control and Weight Transfer	4.4 Sits balanced without support
	Get to hands and knees and rock back and forth	Gross Motor	B. Movement and Coordination	1.1 Rocks while in creeping position
	Move from one location to another by rolling, crawling on belly, and crawling on hands and knees	Gross Motor	A. Body Control and Weight Transfer	3 (all)
		Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
		Gross Motor	B. Movement and Coordination	1.3 Crawls forward on stomach
	Pull to standing position	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
	Begin to take steps sideways while holding onto something (cruising)	Gross Motor	B. Movement and Coordination	3.4 Cruises

Health Awareness and Practice

PD13 Learn about and respect their bodies

PD14 Engage in daily physical activity, both indoors and outdoors

PD15 Experience and learn about hygiene routines

PD16 Experience and learn about healthy lifestyle practices

PD17 Learn about and demonstrate safe behaviors and accident prevention

Older Infant (6-12 months)	Indicate when hungry, full, thirsty, uncomfortable, tired	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Develop consistent sleep/wake patterns and daily routines	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Cooperate during care routines: may hold bottle, feed themselves, help wash hands, pull at diapers when wet	Social-Emotional	A. Interactions with Adults	3.2 Follows familiar social routines with familiar adults
	Spend longer periods of time exploring the environment and playing with favorite toys	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Bat, grab, drop, or shake simple toys: rattles, soft balls, dolls, and cause and effect toys	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Use solid furniture to pulling up, standing, and cruising	Gross Motor	B. Movement and Coordination	2.3 Pulls to standing position
		Gross Motor	B. Movement and Coordination	3.4 Cruises
	Eat a variety of fruits and vegetables	Adaptive	A. Eating and Drinking	2.3 Eats soft and dissolvable foods

Social Emotional

Self-Awareness

SE1 Express feelings, emotions, and needs in a responsive environment

SE2 Discover own body

SE3 Recognize and respond to name

SE4 Begin to develop independence

SE5 Begin to develop a sense of accomplishment

Young Toddler (12-24 Months)	Express his/her own feelings and range of emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Express emotions to get reaction from others	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Express jealousy when caregiver holds another child	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Identify simple body parts such as head, leg, arm	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Recognize reflection in mirror and say name	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Begin to identify self by name	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Begin to say/sign name when prompted	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Show preferences for favorite toys, books, and objects	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Say "Mine" to things he/she wants	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Begin to feed self with utensils	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil

DE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler (12-24 Months)	Display preference to complete tasks by himself/herself and voice displeasure when caregiver tries to help	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Begin to communicate to get adult help (Ex: point to where a ball has rolled under a shelf)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Watch for reaction from others after action or doing something	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
Self-Regulation				
SE6 Begin to develop calming and coping skills				
SE7 Develop self-control				
Young Toddler (12-24 Months)	Cling to blanket or stuffed toy at arrival time when family tries to leave	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Want to be picked up by caregiver at arrival time	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Begin to develop understanding of right and wrong (Ex: says "No" after throwing food on floor then looks to caregiver for reaction)	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Demonstrate difficulty sharing	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Understand connection between own behavior and reaction of others	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Continue to have difficulty sharing	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Cry when does not get what he/she wants	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests

Attachments/Social Relationships

SE8 Express feelings through facial expressions, gestures, and sound

SE9 Build a trusting relationship with a caring adult

SE10 Engage with other children

SE11 Respond to emotions of others

Young Toddler (12-24 Months)	Express jealousy when caregiver holds another child	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Try to comfort another child who is upset	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Cling to parent or caregiver	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Express sadness when parent leaves	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Identify photos of self and family members	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	Act anxious around strangers	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Enjoy helping by working side by side with adult	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Try new things with favorite caregiver close by	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Comfort peer by offering them own blanket or patting them on back	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Play side-by-side with other toddlers (parallel play)	Social-Emotional	C. Interactions with Adults	1.3 Plays near one or two peers
	Push, hit, or bite when another child takes toy	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Begin to say other child's name	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Match facial expressions; interpret facial cues as emotional expressions	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Begin to respond to feelings of others	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

Language and Literacy

Receptive Language

LL1 Show interest in sounds

LL2 Show interest in language of others

LL3 Begin to understand gestures, words, routines, communication

LL4 Respond to communication of others

Young Toddler (12-24 Months)	Combine objects in play and notice new sounds it makes (Ex: bang blocks together, place items in container)	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Participate in fingerplays	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Laugh at silly language	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Point to common objects when named	Social-Communication	B. Communicative Understanding	2. Locates common objects, people, or events
	Listen and respond to peer when speaking	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Share and show items of interest	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer

Expressive Language

LL5 Use sounds, gestures or actions to communicate wants and needs

LL6 Imitate sounds, words, signs, facial expressions, and gestures

LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences

LL8 Use sounds, words or signs for a variety of purposes, including expressing emotions and physical states

LL9 Engage in turn-taking, back-and-forth exchanges leading to conversation

Young Toddler (12-24 Months)	Use simple gesture (Ex: nod head for yes)	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
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	DE Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler (12-24 Months)	Use facial expressions to show excitement or distress	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Pull caregiver to object he/she wants to play with	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Imitate new words or signs	Cognitive	B. Imitation and Memory	1.1 Imitates novel simple motor action not already in repertoire
		Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Imitate adult movements when doing rhymes/finger plays (Ex: Pat-a-Cake)	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action
	Imitate simple expressions (Ex: smile, frown, surprised look)	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone
	Produce few words/signs that are understandable and consistent (Ex: ba ba for bottle, ma ma or da da)	Social-Communication	C. Communicative Expression	1.4 Uses consistent consonant-vowel combinations
	Say more words/signs every month	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Combine gestures with vocalizations	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Use strings of different sounds sounding like he/she is having a conversation	Social-Communication	A. Early Social Communication	3. Engages in vocal exchanges
	Begin to combine words/signs	Social-Communication	C. Communicative Expression	1.3 Uses consistent approximations for words or signs
	May become frustrated if meaning of communication attempt is not readily understood	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Begin to use words/signs to describe physical needs and wants (Ex: hungry)	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Respond to yes/no questions	Social-Communication	A. Early Social Communication	4. Uses intentional gestures, vocalizations, and objects to communicate
	Initiate conversations	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Name pictures	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	Match emotions of peers	Social-Emotional	C. Interactions with Peers	1.2 Responds appropriately to peer social behavior
	Initiate play with peers	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Begin to combine words	Social-Communication	C. Communicative Expression	1.1 Uses two-word utterances

Emergent Literacy

LL10 Show interest in rhymes, books, stories, and songs

LL11 Actively participate and show appreciation for book reading, story sharing, and singing

LL12 Interact with books appropriately

Young Toddler (12-24 Months)	Recognize familiar signs, labels, or logos in home or community	Literacy	A. Awareness of Print Concepts	3.2 Recognizes common signs and logos
	Finish repetitive lines in familiar books	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Hold book correctly for reading	Literacy	A. Awareness of Print Concepts	2.2 Holds book or other printed material with pictures correctly oriented
	See picture of flower and pretends to smell it	Cognitive	C. Conceptual Knowledge	2. Recognizes symbols
	Point to pictures upon request	Literacy	D. Vocabulary and Story Comprehension	1.2 Locates familiar objects, people, events, and actions in picture books
	Enjoy being read to	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading

Emergent Writing

LL13 Use and experiment with different writing materials

LL14 Notice and show interest in signs and words in the classroom environment

Young Toddler (12-24 Months)	Pretend to write by scribbling	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Choose to use markers or crayons during playtime	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Imitate marks on paper	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
		Fine Motor	C. Mechanics of Writing	1.2 Writes or draws using curved lines
		Fine Motor	C. Mechanics of Writing	1.3 Writes or draws using straight lines
	Notice letters and words on paper	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading

Discoveries

Sensory Awareness

DS1 Use vision to respond to light and focus on details such as faces, movement, and color

DS2 Use taste and smell to learn about foods, people, and objects

DS3 Explore people and objects through touch

DS4 Use hearing to gain information about people, places, language, and things

DS5 Use all senses to learn about cultures and ways of doing things

Young Toddler (12-24 Months)	Explore foods and develop likes and dislikes	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
		Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	React to sounds, rhythms, and voices in the environment	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Use senses to explore textures, people, and objects	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation

Spatial Awareness

DS6 Discover how their own bodies fit into spaces

DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump

Young Toddler (12-24 Months)	Squeeze onto caregiver's lap when another child is already there	Gross Motor	A. Body Control and Weight Transfer	4. Assumes balanced sitting position
	Learn about balance as they stack and nest objects	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal
	Get stuck in tight spaces and work to get out	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Learn to walk through different spaces, including those occupied by other people and their toys	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects

Memory

DS8 Focus on people in their immediate world and when they disappear, they no longer exist

DS9 Focus on objects in their immediate world and when they disappear, they no longer exist

DS10 Realize that people and objects that have disappeared still remain in the toddler's memory

Young Toddler (12-24 Months)	Search for items in specific sequences or places	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location
	Look for caregiver or parent after they leave room	Cognitive	A. Sensory Exploration	1. Orients to events or stimulation

Cause and Effect

DS11 Realize that a specific action (Ex: cry) is caused either through their own body or their own actions

DS12 Recognize that people and specific parts of objects can cause things to happen

DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)

DS14 Watch people and see how they can be used to get what they want

DS15 Use objects as a way to get what they want

Young Toddler (12-24 Months)	Begin to use spoon or fork to feed self	Adaptive	A. Eating and Drinking	3.1 Brings food to mouth with eating utensil
	Push, poke, or prod buttons or knobs to make things happen	Cognitive	D. Reasoning	2.2 Uses simple actions on objects
	Empty and fill different size cups with materials	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

Attention and Persistence

DS16 Notice and pay attention to objects and people of interest

DS17 Choose to stay with an activity that interests them

Young Toddler (12-24 Months)	Expect favorite song or book to be presented the same way every time	Social-Communication	A. Early Social Communication	4.1 Makes requests of others
	Engage in solitary play	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Can often stay with activity to completion depending on temperament	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

Curiosity and Problem Solving

DS18 Explore objects to see how they work, using trial and error to meet challenges

DS19 Make connections with people and use what they know from other situations to solve a problem

DS20 Try a variety of approaches in problem solving using own body and objects

Young Toddler (12-24 Months)	Imitate caregiver	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Move object around to see it in different ways	Cognitive	A. Sensory Exploration	2. Combines simple actions to examine people, animals, and objects
	Develop basic concepts, patterns, shapes, and textures of things in environment	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes

Play

DS21 Play with hands, feet, and objects in their immediate world

DS22 Imitate and practice what happens in their life as they watch people and events

DS23 Use props and people as they engage in make believe play and act out simple themes

Young Toddler (12-24 Months)	Pretend to talk on telephone, cook meals, or care for baby	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play
	Use real tools to act out simple tasks	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers

Physical Health and Development

Sensory

PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)

PD2 Organize and discriminate sensory experiences

PD3 Engage in sensory activities and play

Young Toddler (12-24 Months)	React to surprise happenings	Cognitive	A. Sensory Exploration	1.1 Reacts to events or stimulation
	Develop preferences for tastes, textures, sounds, scents, and sights	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Touch and explore objects with hands and fingers	Cognitive	A. Sensory Exploration	2.1 Uses sensory means to explore people, animals, and objects
	Begin to notice and repeat different sounds	Cognitive	B. Imitation and Memory	2.1 Imitates novel vocalizations
	Respond to own name and familiar words	Social-Communication	B. Communicative Understanding	2.1 Recognizes own and familiar names
	Enjoy movement activities like walking, dancing, swinging	Social-Emotional	A. Interactions with Adults	2.2 Repeats part of interactive game or action in order to continue game or action

Fine Motor

PD4 Develop strength, small motor control, and coordination through daily activities

PD5 Touch, grasp, reach, and explore people and objects

PD6 Develop and use eye-hand coordination to perform a variety of tasks

PD7 Use and manipulate objects purposefully

PD8 Use two hands in a coordinated, purposeful fashion

Young Toddler (12-24 Months)	Begin to hold cup	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Begin to pinch thumb and finger	Fine Motor	A. Reach, Grasp, and Release	2. Grasps pea-size object
	Begin to manipulate small objects	Fine Motor	B. Functional Skill Use	1.2 Uses hand to activate object
	Begin to turn pages in sturdy board book	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand
	Fold, crush, and change shapes of blankets, paper, and foods	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
	Add and empty objects from containers	Fine Motor	B. Functional Skill Use	2.1 Turns object using either hand

Gross Motor

PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs

PD10 Increase the strength, balance, and coordination of their bodies

PD11 Ability to coordinate their bodies to perform increasingly complex movements

PD12 Interact with people and environment through movement and body awareness

Young Toddler (12-24 Months)	Begin to roll and toss objects	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Walk short distances with both hands held, then with one hand	Gross Motor	B. Movement and Coordination	3.2 Walks with one-hand support
		Gross Motor	B. Movement and Coordination	3.3 Walks with two-hand support
	Walk independently	Gross Motor	B. Movement and Coordination	3.1 Walks without support
	Climb into an adult lap, on furniture, up and down stairs, or out of crib	Gross Motor	B. Movement and Coordination	4.2 Moves up and down stairs
		Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure

	DE Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Young Toddler (12-24 Months)	Kick balls short distances	Gross Motor	C. Active Play	1.4 Kicks ball
	Begin to run, but may be awkward and have difficulty stopping	Gross Motor	B. Movement and Coordination	5.1 Runs
	Squat	Gross Motor	B. Movement and Coordination	2. Stoops and regains balanced standing position
Health Awareness and Practice				
PD13 Learn about and respect their bodies				
PD14 Engage in daily physical activity, both indoors and outdoors				
PD15 Experience and learn about hygiene routines				
PD16 Experience and learn about healthy lifestyle practices				
PD17 Learn about and demonstrate safe behaviors and accident prevention				
Young Toddler (12-24 Months)	Cooperate during physical care: dressing, eating, hand washing, bathing, tooth brushing, nose blowing, and diapering	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Engage in active play: pushing carts, loading wagons, rolling balls, walking, climbing, dancing, riding wheel toys	Gross Motor	B. Movement and Coordination	3.1 Walks without support
		Gross Motor	B. Movement and Coordination	4.3 Gets up and down from low structure
		Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
		Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
		Gross Motor	C. Active Play	3.4 Sits on riding toy or in wagon while in motion
	Eat a variety of healthy foods, including fruits and vegetables	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Show interest in preparing and serving food	Social-Emotional	A. Interactions with Adults	3.1 Initiates next step of familiar social routine
	Interact with others at mealtimes	Social-Emotional	A. Interactions with Adults	2.1 Initiates simple social interaction with familiar adult
	Respond to verbal warnings of danger from trusted adult	Social-Emotional	A. Interactions with Adults	1.1 Responds appropriately to familiar adult's affective tone

Social Emotional

Self-Awareness

SE1 Express feelings, emotions, and needs in a responsive environment

SE2 Discover own body

SE3 Recognize and respond to name

SE4 Begin to develop independence

SE5 Begin to develop a sense of accomplishment

Older Toddler (24-36 months)	Begin to recognize his/her own feelings and range of emotions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Act out different emotions during pretend play	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Use one or two words to express feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Begin to recognize and react to feelings of others	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
	Express frustration through tantrums	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Identify body parts including elbow, ankle, neck	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Begin to identify name in print	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
	Begin to ask for help when unable to complete tasks independently	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Use words, gestures or signs to celebrate success	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Request praise after completing difficult activity (Ex: putting puzzle together)	Social-Emotional	B. Social-Emotional Expression and Regulation	3.2 Shares accomplishment with familiar caregiver

Self-Regulation

SE6 Begin to develop calming and coping skills

SE7 Develop self-control

Older Toddler (24-36 months)	Carry around favorite stuffed animal when afraid	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Go off by himself/herself	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Continue to need adult support when in conflict with another child	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Begin to follow and repeat simple rules	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Understand the connection between own behavior and the reaction of others	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Begin to make careful choices to avoid danger and conflict	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments

Attachments/Social Relationships

SE8 Express feelings through facial expressions, gestures, and sound

SE9 Build a trusting relationship with a caring adult

SE10 Engage with other children

SE11 Respond to emotions of others

Older Toddler (24-36 months)	Use one or two words to express feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Express frustration through tantrums	Social-Communication	A. Early Social Communication	4.4 Expresses negation or protests
	Ask/sign/gesture to get attention	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction

	DE Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler (24-36 months)	Show affection by hugging	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
	Search out favorite caregiver for comfort	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Follow around favorite caregiver	Social-Emotional	B. Social-Emotional Expression and Regulation	2.2 Seeks comfort, closeness, or physical contact from familiar adult
	Develop friendship with one or two peers	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Have preferences for some children	Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Say friend's name	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Begin to think of solutions for social conflicts with assistance	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Use one to two word sentences to express feelings	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Share favorite toy with child who is sad	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Ask others about how they are feeling	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Get caregiver to help another child in need	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

Language and Literacy

Receptive Language

LL1 Show interest in sounds

LL2 Show interest in language of others

LL3 Begin to understand gestures, words, routines, communication

LL4 Respond to communication of others

Older Toddler (24-36 months)	Join in fingerplay with actions and words	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Actively seek to participate in ongoing activities	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Interact in play with peers	Social-Emotional	C. Interactions with Peers	1. Maintains interaction with peer
	Try to repeat sounds in environment, including words that peers say	Cognitive	B. Imitation and Memory	2. Imitates novel words

Expressive Language

LL5 Use sounds, gestures, or actions to communicate wants and needs

LL6 Imitate sounds, words, signs, facial expressions, and gestures

LL7 Communicate using words, sounds, and/or signs leading to communicating using phrases and short sentences

LL8 Use sound, words, or signs for a variety of purposes, including expressing emotions and physical states

LL9 Engage in turn taking back and forth exchanges leading to conversation

Older Toddler (24-36 months)	Move/gesture to indicate toileting needs (Ex: wet or soiled diaper, tug on pants indicating a need to use bathroom)	Adaptive	B. Personal Care Routines	1.3 Indicates awareness of soiled and wet pants or diapers
	Repeat simple rhymes and songs	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Imitate two and three-word phrases	Cognitive	B. Imitation and Memory	2. Imitates novel words
	Initiate fingerplays	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Use words for many objects (Ex: nouns)	Social-Communication	C. Communicative Expression	2.2 Uses regular plural nouns
	Use name to refer to self	Social-Emotional	E. Meeting Social Expectations	4.3 Provides given name or nickname of self and others
	Name some body parts	Social-Communication	C. Communicative Expression	1.2 Uses 50 single words, signs, or symbols
	Use one word questions with intonation	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Use some two-word question approximations (Ex: "whadat?")	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Ask for help	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Ask questions	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Talk/sign to self	Social-Communication	D. Social Use of Language	3.2 Varies voice to impart meaning and recognize social or environmental conditions
	Begin to describe personal experiences	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Converse in primary language, one or two responses	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others

	DE Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler (24-36 months)	Recognize stories and songs that he/she hears frequently	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Use three-word sentences	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Learn and use new words	Social-Communication	C. Communicative Expression	1. Produces multiple-word sentences to communicate
	Use feeling words and facial expressions appropriately	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Talk to other children	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Answer simple questions	Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions
	Answer questions with accurate “yes” or “no” answer	Social-Communication	D. Social Use of Language	3.5 Responds to contingent questions from others
	Use language or gestures that are increasingly understandable	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Use language in dramatic and/or symbolic play	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Begin to use language to describe own pictures/artwork	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings
	Participate taking turn in conversation	Social-Communication	D. Social Use of Language	3.4 Alternates between speaker and listener roles during conversations with others

Emergent Literacy

LL10 Show interest in rhymes, books, stories, and songs

LL11 Actively participate and show appreciation for book reading, story sharing, and singing

LL12 Interact with books appropriately

Older Toddler (24-36 months)	Label or make accompanying noises when sees picture	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Participate in book reading by making noises (Ex: says tweet, tweet when pointing at birds)	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Recognize book by cover	Literacy	D. Vocabulary and Story Comprehension	1. Demonstrates understanding that pictures represent text
	Pretend to "read" independently	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Recognize name in print	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
	Open book and flip pages in order	Literacy	D. Vocabulary and Story Comprehension	2.3 Tells story associated with series of pictures
	Pick out/request story book for teacher/caregiver to read	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Choose to look at books as free choice activity	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys

Emergent Writing

LL13 Use and experiment with different writing materials

LL14 Notice and show interest in signs and words in the classroom environment

Older Toddler (24-36 months)	Hold crayon with thumb and fingers of one hand	Fine Motor	A. Reach, Grasp, and Release	2.2 Grasps small cylindrical object
	Try to imitate symbols and pictures	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	"Writing" and "drawing" begin to look different	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Try to describe his/her writing/artwork through his/her own words and interpretations (Ex: show scribble and say, "It's a dinosaur.")	Literacy	E. Writing	1.3 Verbally labels nonrepresentational drawings

Discoveries

Sensory Awareness

DS1 Use vision to respond to light and focus on details such as faces, movement, and color

DS2 Use taste and smell to learn about foods, people, and objects

DS3 Explore people and objects through touch

DS4 Use hearing to gain information about people, places, language, and things

DS5 Use all senses to learn about cultures and ways of doing things

Older Toddler (24-36 months)	React to sounds, rhythms, and voices to build language	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Explore textures in their natural environment	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use senses to discriminate and make connections	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore

Spatial Awareness

DS6 Discover how their own bodies fit into spaces

DS7 Explore how objects can fit into a variety of spaces as they build, stack, fill, and dump

Older Toddler (24-36 months)	Build, knock over, and build again with a variety of materials	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Experiment with lots of shapes, puzzles, and sorters	Fine Motor	B. Functional Skill Use	3.3 Fits variety of shapes into corresponding spaces
	Learn to make judgments about how high to climb, how high to jump, and how fast and where to run	Gross Motor	B. Movement and Coordination	5 (all)
		Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
		Gross Motor	B. Movement and Coordination	6.2 Jumps down from low structure
		Gross Motor	C. Active Play	2.2 Climbs play equipment

Memory

DS8 Focus on people in their immediate world and when they disappear, they no longer exist for the infant

DS9 Focus on objects in their immediate world and when they disappear, they no longer exist for the infant

DS10 Realize that people and objects that have disappeared still remain in the infant's memory

Older Toddler (24-36 months)	Identify objects or people by name, sound, or facial expression	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Look for favorite book or toy where it belongs	Cognitive	C. Conceptual Knowledge	1. Maintains search for object not in its usual location

Cause and Effect

DS11 Realize that a specific action (Ex: cry) is caused either through their own body or their own actions

DS12 Recognize that people and specific parts of objects can cause things to happen

DS13 Use their own body to get what they want or need (Ex: hands for feeding or reaching out, voice for crying to get attention)

DS14 Watch people and see how they can be used to get what they want

DS15 Use objects as a way to get what they want

Older Toddler (24-36 months)	Engage caregiver or peer to make things happen and expect response	Social-Emotional	A. Interactions with Adults	1. Initiates positive social behavior toward familiar adult
		Social-Emotional	C. Interactions with Peers	1.1 Initiates social behavior toward peer
	Use objects to obtain out of reach items	Cognitive	D. Reasoning	1. Uses object to obtain another object

Attention and Persistence

DS16 Notice and pay attention to objects and people of interest

DS17 Choose to stay with an activity that interests them

Older Toddler (24-36 months)	Expect favorite song or book to be presented same way every time	Literacy	A. Awareness of Print Concepts	1.1 Participates in shared one-on-one reading
	Engage in solitary play	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Can often stay with activity to completion depending on temperament	Social-Emotional	D. Independent and Group Participation	1.3 Remains with group during small-group activities

Curiosity and Problem Solving

DS18 Explore objects to see how they work, using trial and error to meet challenges

DS19 Make connections with people and uses what they know from other situations to solve a problem

DS20 Try a variety of approaches in problem solving using own body and objects

Older Toddler (24-36 months)	Try several ways to reach an object that is stuck	Cognitive	D. Reasoning	1. Uses object to obtain another object
		Cognitive	D. Reasoning	1.1 Uses part of object or support to obtain another object
	Use body, objects, or instruments to clap, pat, or make other sounds	Cognitive	D. Reasoning	2. Coordinates actions with objects to achieve new outcomes
	Twist or turn objects to figure out how they work	Cognitive	D. Reasoning	2.1 Tries different simple actions to achieve goal

Play

DS21 Play with hands, feet, and objects in their immediate world

DS22 Imitate and practice what happens in their life as they watch people and events

DS23 Use props and people as they engage in make believe play and act out simple themes

Older Toddler (24-36 months)	Use real objects in imaginative ways to engage in role play activities such as talking on shoe or using block for bottle	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Play different roles in pretend play	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play

Physical Health and Development

Sensory

PD1 Experience different sensory activities (touch, smell, see, hear, taste, etc.)

PD2 Organize and discriminate sensory experiences

PD3 Engage in sensory activities and play

Older Toddler (24-36 months)	Play with different textures – solid and liquid materials	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use senses to experience nature and weather	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Eat a variety of foods with different tastes and textures	Adaptive	A. Eating and Drinking	2. Eats foods from variety of food groups with variety of textures
	Recognize and repeat familiar songs and rhythms	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play

Fine Motor

PD4 Develop strength, small motor control, and coordination through daily activities

PD5 Touch, grasp, reach, and explore people and objects

PD6 Develop and use eye-hand coordination to perform a variety of tasks

PD7 Use and manipulate objects purposefully

PD8 Use two hands in a coordinated, purposeful fashion

Older Toddler (24-36 months)	Begin to hold writing tools	Fine Motor	C. Mechanics of Writing	1.4 Scribbles
	Begin to remove loose clothing and shoes	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Keep one hand stable and use other to perform tasks	Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Push objects along window sills, carpeted areas, and lined places	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object

Gross Motor

PD9 Move freely as they begin to control their own bodies starting with the head and back and progressing to the arms and legs

PD10 Increase the strength, balance, and coordination of their bodies

PD11 Ability to coordinate their bodies to perform increasingly complex movements

PD12 Interact with people and environment through movement and body awareness

Older Toddler (24-36 months)	Begin to jump	Gross Motor	B. Movement and Coordination	6.1 Jumps up and down in place
	Begin to throw objects with aim	Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
	Begin to put on own shirt, pants, shoes, or jacket	Adaptive	C. Dressing and Undressing	2.2 Puts on front-opening clothing
		Adaptive	C. Dressing and Undressing	2.3 Puts on pullover clothing
		Adaptive	C. Dressing and Undressing	2.4 Puts on pull-up clothing
		Adaptive	C. Dressing and Undressing	2.5 Puts on socks
		Adaptive	C. Dressing and Undressing	2.6 Puts on shoes

DE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Older Toddler (24-36 months)	Move with increased coordination: change direction, stop, hold position	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Move easily across variety of surfaces, increasing balance	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
	Begin to experiment with riding toys, using feet to move forward	Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
	Walk backward	Gross Motor	B. Movement and Coordination	3.1 Walks without support
Health Awareness and Practice				
PD13 Learn about and respect their bodies				
PD14 Engage in daily physical activity, both indoors and outdoors				
PD15 Experience and learn about hygiene routines				
PD16 Experience and learn about healthy lifestyle practices				
PD17 Learn about and demonstrate safe behaviors and accident prevention				
Older Toddler (24-36 months)	Enjoy and initiate active play: dancing, climbing, playing with push or pull toys, crawling through tunnels, throwing balls, running	Gross Motor	B. Movement and Coordination	1. Creeps forward using alternating arm and leg movements
		Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	C. Active Play	1.5 Throws ball overhand at target with one hand
		Gross Motor	C. Active Play	1.6 Throws or rolls ball at target with two hands
		Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	C. Active Play	3.3 Pushes riding toy with feet while steering
	May indicate toilet needs	Adaptive	B. Personal Care Routines	1.1 Indicates need to use toilet
	Decide what and how much to eat when offered healthy food choices	Adaptive	A. Eating and Drinking	5.1 Puts appropriate amount of food in mouth, chews, and swallows before taking another bite
		Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
	Prepare for sleep with bedtime comfort items and a familiar routine	Social-Emotional	A. Interactions with Adults	3. Participates in familiar social routines with caregivers
	Begin to initiate appropriate action at signs of danger: offers hand to adult near a parking lot or street	Social-Emotional	E. Meeting Social Expectations	3. Follows context-specific rules

Preschool Foundations

Social and Emotional Development

Self-Concept

SE31 Be with adults who are consistent, responsive, and caring

SE32 Make meaningful choices and experience the outcomes of those choices in a safe and supportive environment

SE33 Participate in activities that are challenging but within their reach

SE34 Assume a role in determining how they will learn

SE35 Participate in meaningful responsibilities

SE36 Explore and participate in activities and materials designed to build understanding of individual characteristics and of diversity in culture, family structure, ability, language, age, and gender in non-stereotypical ways

SE37 Be a part of the classroom community so that each child feels accepted and gains a sense of belonging

Preschooler	Show pride in achievements	Social-Emotional	B. Social-Emotional Expression and Regulation	3. Makes positive statements about self or accomplishments
	Describe self using several basic characteristics (Ex: gender, age, ethnicity, hair color, eye color, etc.)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Show ability to adjust to new situations	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Use materials in self-directed manner	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Demonstrate appropriate trust in adults	Social-Emotional	E. Meeting Social Expectations	3.1 Seeks adult permission when appropriate
	Stand up for rights	Social-Emotional	D. Independent and Group Participation	4.2 Claims and defends possessions
	Make appropriate eye contact	Social-Communication	D. Social Use of Language	3.1 Uses socially appropriate physical orientation

DE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Preschooler	Identify likes and dislikes	Social-Communication	A. Early Social Communication	4.2 Makes choices to express preferences
Self-Regulation				
SE38 Recognize, label and express a range of feelings and needs appropriately (Ex: happy, sad, frustrated, angry, fearful, etc.)				
SE39 Begin to understand that feelings are separate from actions and that it is acceptable to have a range of feelings (Ex: from frustrated to really mad)				
SE40 Express feelings through play and artistic representation				
SE41 Begin to understand that actions have consequences				
SE42 Follow simple rules and routines with minimal help				
SE43 Experience logical and natural consequences				
SE44 Complete activities that he/she has started				
SE45 Use materials purposefully, safely, and respectfully				
SE46 Attempt to solve problems in a positive manner				
Preschooler	Recognize and label feelings in self and others	Social-Emotional	B. Social-Emotional Expression and Regulation	1.1 Identifies/labels emotions in others
		Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Increasingly express feelings through appropriate gestures, actions, and language	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Avoid common dangers	Adaptive	D. Personal Safety	3. Takes independent action when faced with dangerous conditions or substances
	Demonstrate appropriate use of toys	Social-Emotional	D. Independent and Group Participation	3.3 Entertains self by playing with toys
	Show some creativity in the use of toys	Cognitive	C. Conceptual Knowledge	2.1 Uses object to represent another object
	Follow routines	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

	DE Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Preschooler	Adapt to changes in daily routines	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
	Answer questions related to safety	Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
	Use thinking skills to resolve conflicts	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts
	Respect and care for environment and materials	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Demonstrate some self direction and independence	Social-Emotional	E. Meeting Social Expectations	2.1 Meets behavioral expectations in familiar environments
	Follow rules	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Associate emotions with words and facial expressions	Social-Emotional	B. Social-Emotional Expression and Regulation	1.2 Identifies/labels own emotions
	Stop actions when necessary	Social-Emotional	E. Meeting Social Expectations	2.2 Adjusts behavior based on feedback from others or environment
Social Relationships and Cooperation				
SE47 Develop trust in familiar adults and close peers				
SE48 Receive guidance, support and directions from a range of familiar adults				
SE49 Develop and maintain friendships with peers				
SE50 Develop awareness of other's perspectives and gain an understanding of how their actions impact those around them				
SE51 Develop and demonstrate positive social skills (Ex: please, thank you, helping a friend, sharing, etc.)				
SE52 Develop ability to initiate and sustain play with peers				
SE53 Be a helpful member of a group or household through sharing tasks or chores				
SE54 Develop turn taking and negotiation skills				
Preschooler	Play well with other children	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Recognize feelings of others and respond appropriately	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions

	DE Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Preschooler	Share and respect rights of others	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Work collaboratively toward goals with peers	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Enjoy interacting with peers as well as with adults	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Label feelings of peers and respond to them	Social-Emotional	B. Social-Emotional Expression and Regulation	1. Responds appropriately to others' emotions
	Play group games with other children without constant adult supervision	Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Listen to peers and discuss ideas or observations, including verbalizing solutions to problems	Social-Communication	D. Social Use of Language	2. Provides and seeks information while conversing using words, phrases, or sentences
	Demonstrate understanding that different people have different feelings, attitudes, or beliefs through role playing in pretend play	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Begin to use compromise, negotiation, and discussion in working, playing, and resolving conflicts at first with adult support	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Begin to demonstrate ability to give and take during peer interactions by helping, sharing, and discussing with peers	Social-Emotional	C. Interactions with Peers	3. Maintains cooperative activity
	Demonstrate ability to take turns in games or using materials	Social-Emotional	C. Interactions with Peers	4.1 Knows and follows game rules
	Manage emotions during conflicts	Social-Emotional	B. Social-Emotional Expression and Regulation	2. Uses appropriate strategies to manage emotional states
	Assert self in socially acceptable ways	Social-Emotional	D. Independent and Group Participation	4.1 Uses strategies to resolve conflicts

Approaches to Learning

Initiative and Curiosity

AL31 Participate in a variety of tasks and activities using all five senses

AL32 Make independent choices during play and throughout the daily routine

AL33 Approach tasks and activities with flexibility, imagination, inventiveness, and confidence

AL34 Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks

Preschooler	Independently choose to participate and play in available centers	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Select new and different materials	Social-Emotional	D. Independent and Group Participation	1.1 Interacts appropriately with materials during small-group activities
	Volunteer to share new ideas and experiences	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Initiate movement and play	Social-Emotional	C. Interactions with Peers	3.1 Initiates cooperative activity

Engagement and Persistence

AL35 Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences

AL36 Begin to develop and follow through with plan for play and other activities

AL37 Begin to demonstrate the ability to follow a sequence of steps to create a finished project

Preschooler	Initiate, follow through, and complete activities and projects	Social-Emotional	D. Independent and Group Participation	3. Initiates and completes independent activities
	Assign roles when engaged in dramatic play scenarios	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Participate in activities that encourage following directions and steps to complete tasks	Social-Emotional	D. Independent and Group Participation	1.2 Responds appropriately to directions during small-group activities

Reasoning and Problem Solving

AL38 Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults

AL39 Develop the ability to classify, compare, and contrast objects, events, and experiences

AL40 Demonstrate the ability to sequence events

AL41 Begin to develop the ability to explain and demonstrate strategies to solve problems

Preschooler	Make predictions of outcomes in stories and answer "What if?" questions	Literacy	D. Vocabulary and Story Comprehension	2.1 Makes predictions about what will happen next in story
	Engage in problem solving in variety of developmental areas	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Describe and explain different ways to solve problems	Cognitive	D. Reasoning	3.1 Evaluates common solutions to solve problems or reach goals
	Demonstrate awareness of ways to get help in solving problems	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Language and Literacy

Receptive Communication

LL31 Respond to their names, requests for action, or information

LL32 Develop listening, watching, attention, and comprehension skills

LL33 Follow two or three-step directions

LL34 Identify particular sounds in the environment through different media

LL35 Respond to questions

LL36 Increase vocabulary to include prepositions and basic concepts

Preschooler	Look at or point to objects when named	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Go to a specific center area and explore a specific item, when asked	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Follow directions to string red-colored beads, blue-colored beads, and yellow-colored beads in sequence	Social-Communication	B. Communicative Understanding	3.1 Follows multistep directions with contextual cues
	Act out characters in story read aloud or signed	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Listen to a story and respond to questions (Ex: "What color was the wagon? What might the farmer be thinking?")	Literacy	D. Vocabulary and Story Comprehension	2.2 Answers and asks questions related to story
	Sit and attend to activity or story	Literacy	A. Awareness of Print Concepts	1. Participates in shared group reading

Expressive Communication

LL37 Be aware that people communicate in a variety of ways (verbal and non-verbal)

LL38 Communicate so they will be understood by peers and adults

LL39 Play with language such as rhyming

LL40 Use language to enter play situation

LL41 Participate in turn taking conversations

LL42 Dictate a story to an adult

LL43 Communicate using multiple words/phrases including nouns, verbs, descriptive phrases, prepositions, and/or American Sign Language (ASL) grammatical features

LL44 Use volume and tone or ASL facial grammar appropriate to the situation

LL45 Respond appropriately to messages in conversation

LL46 Express emotions through language

LL47 Use language appropriately during play situations

LL48 Experiment with patterns in words

Preschooler	Ask to join play group or share materials	Social-Emotional	C. Interactions with Peers	3.2 Joins others in cooperative activity
	Make up nonsense words	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Play with ASL signs and hand shapes	Cognitive	B. Imitation and Memory	1. Imitates novel coordinated motor actions
	Identify objects, people, and actions from pictures	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books
	Respond to questions	Social-Communication	B. Communicative Understanding	4. Responds to comprehension questions related to why, how, and when
		Social-Communication	B. Communicative Understanding	4.1 Answers who, what, and where questions

	DE Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Preschooler	Describe what he/she did during the previous day	Cognitive	B. Imitation and Memory	3. Relates past events
	Describe ideas	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Express feelings, needs, and wants	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Recall details in a story	Literacy	D. Vocabulary and Story Comprehension	3.1 Demonstrates understanding of key vocabulary in picture books
	Use new vocabulary words	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Communicate when information is not understood	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others
	Describe daily events and experiences	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Engage in extended and meaningful verbal and nonverbal exchange with others	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Ask questions what when, where, why, and who	Social-Communication	C. Communicative Expression	4.1 Asks wh- questions

Emergent Reading

LL49 Show an interest in rhymes, songs, books, stories, writings, and other literacy or reading-related activities

LL50 Show increasing awareness of print, familiar signs, labels, and symbols

LL51 Identify and name letters of the alphabet

LL52 Recognize their first name in print written with the first letter in upper case followed by lower-case letters

LL53 Recognize common letter sounds at the beginning, middle, and end of words

LL54 Know the difference between upper and lower-case letters

LL55 Show comprehension by answering questions related to an age-appropriate story that has been read or told

LL56 Understand the parts of a book and how it is used

LL57 Hold a book upright, turn the pages starting at the front of the book, and scan pages left to right and top to bottom

LL58 Explore different types of literature such as narrative (story) and informative (non-fiction)

LL59 Demonstrate that print represents someone's thoughts and ideas

LL60 Interpret pictures

LL61 Hear words in a sentence and syllables in words

LL62 Know that print is read and pictures are not

Preschooler	Pick up a book and look through it	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Say aloud/sign names of pictures seen on classroom wall, books, or other media	Literacy	D. Vocabulary and Story Comprehension	1.1 Labels familiar people, actions, objects, and events in picture books

	DE Standards	AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Preschooler	Request favorite stories or books	Social-Communication	D. Social Use of Language	2.1 Asks questions to obtain information
	Recognize own name in various places	Literacy	A. Awareness of Print Concepts	3.1 Recognizes own first name in print
	Open book and flip through pages front to back	Literacy	A. Awareness of Print Concepts	2.1 Turns pages of book from beginning toward end
	Identify pictures or objects with same beginning sounds or letters	Literacy	B. Phonological Awareness	4.4 Identifies beginning sounds in CVC words
	Point to an upper-case letter	Literacy	C. Alphabet Knowledge	1.5 Recognizes three letters in own first name
	Name some upper-case letters	Literacy	C. Alphabet Knowledge	1.3 Recognizes five frequently occurring letters not in first name
	Recognize and say words that begin with same sounds	Literacy	B. Phonological Awareness	4.5 Produces words that begin with specified sound
	Stomp words in a sentence	Literacy	B. Phonological Awareness	2.2 Claps for words in sentences
	Clap syllables in words	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words

Emergent Writing

LL63 Use scribbles, symbols, or drawings to share experiences

LL64 Use a variety of writing tools and materials

LL65 Trace and copy shapes and letters

LL66 Begin to print the letters of their first name

LL67 Express self through pretend writing

LL68 Write in a variety of formats

LL69 Practice writing left to right and top to bottom

LL70 Use inventive spelling

LL71 Develop strength, dexterity, and control needed to use writing tools and materials

LL72 Develop hand-eye coordination required for written communication

Preschooler	Write on paper with crayon or pencil	Literacy	E. Writing	3.4 Writes using "scribble writing"
	Draw pictures to describe experiences	Literacy	E. Writing	2.1 Makes representational drawings
	Write his/her name	Literacy	E. Writing	3.2 Prints first name
	Trace letters or shapes	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Copy letters or shapes	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Write and/or draw letters or shapes	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Use pretend writing to make shopping list during dramatic play	Literacy	E. Writing	2. Writes and draws for a variety of purposes

Mathematics

Number and Operations

MA31 Develop an awareness of numbers and counting as a means for understanding quantity

MA32 Recite numbers in sequence

MA33 Recognize numbers

MA34 Use one-to-one correspondence when counting

MA35 Use language to compare numbers of objects (Ex: more, less, same)

MA36 Determine quantity or “how many”

MA37 Understand numbers and number concepts as they relate to everyday life

MA38 Use ordinal number words to describe the position of objects (Ex: “first,” “second,” “third,” etc.)

MA39 Understand the concept of how numbers relate to quantity

Preschooler	Count blocks in the correct sequence in block area	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	State which child (or object) is first, second, or third	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Count 6 objects and say, “I have 6.”	Math	A. Counting	2.1 Counts 10 items to determine “How many?”
	Give each child one napkin or cracker or straw during snack	Math	A. Counting	2. Counts out 10 items
	Correctly identify numbers seen in environment	Math	C. Reading and Writing Numbers	1.2 Labels numerals 1–5
		Math	C. Reading and Writing Numbers	2.2 Labels numerals 6–10

Geometry and Spatial Sense

MA40 Begin to recognize, name, describe, build, and draw two and three-dimensional shapes

MA41 Put together and take apart increasingly more difficult puzzles

MA42 Describe how shapes are the same or different (Ex: size, shape, color)

MA43 Demonstrate and describe positions of objects

Preschooler	Build with blocks and describe structures	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Recognize and name shapes in their environment	Cognitive	C. Conceptual Knowledge	4.2 Identifies concrete concepts
	Draw shapes to create pictures	Fine Motor	C. Mechanics of Writing	1.1 Writes or draws using mixed strokes
	Put together and take apart puzzles	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
	Create designs using pattern blocks	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Describe shapes in the environment using the words "same" and "different"	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Use words such as "in," "on," and "under" to describe where an object is	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Sort objects by size, shape, or color	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

Patterns

MA44 Recognize, copy, and extend simple patterns with a variety of materials

MA45 Arrange objects in a series according to one attribute (Ex: shape, size, text, etc.)

MA46 Develop an awareness of concepts of time as it relates to daily lives (Ex: snack, circle, bedtime)

MA47 Sort and match a variety of concrete objects according to attributes (Ex: color, size, shape)

Preschooler	Predict and create what comes next in a pattern made with blocks	Cognitive	C. Conceptual Knowledge	3.3 Discriminates between objects or people using common attributes
	Notice patterns in stories and music	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Sort objects by color, shape, size	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute

DE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Preschooler	Talk about what comes next in daily schedule	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
Measurement				
MA48 Use non-standard (feet, hands, shoes, blocks, yarn) and standard (ruler, yardstick, measuring tape) measures				
MA49 Explore concepts of measurable attributes (Ex: weight, volume, length, time, and temperature)				
MA50 Begin to compare and sort according to measurement attributes (length, size, weight)				
Preschooler	Measure objects such as a carpet using his/her feet, hands, yarn, blocks	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Measure objects such as a table with a ruler, yardstick, tape measure	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Use words such as shorter, taller, bigger, smaller, heavier, lighter to compare and sort objects	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Fill and empty different size containers with sand and/or water	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Use smaller containers to fill up larger containers	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
Data Analysis				
MA51 Begin to represent data using concrete objects, pictures, and simple graphs				
MA52 Begin to compare and interpret data collected				
Preschooler	Participate in recording specific information about self (Ex: favorite color, ice cream, or other topic of interest)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Display information collected on simple graph (Ex: collect leaves, sort leaves by color on graph or pie chart)	Cognitive	E. Scientific Discovery	4.1 Communicates results of investigations

DE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Preschooler	Engage in task that involves collecting information and creating strategy to show the data (Ex: ask group of children their favorite color, graphing responses – 5 like orange, 3 like purple, etc.)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Participate in group task that involves children identifying which graph represents “more” or “less” or “the same”	Math	B. Quantitative Relations	1.3 Uses quantity comparison words
	Make inferences from graphic examples (Ex: “Nobody likes broccoli and a lot of us like carrots.”)	Cognitive	E. Scientific Discovery	4. Transfers knowledge
Science				
Sensory Awareness				
SC31 Use senses in purposeful ways to gather information and explore the environment				
SC32 Begin to identify and recognize the differences among the senses, their functions, and the kinds of information they get from each sense				
Preschooler	Use senses to explore how things in the environment look, feel, sound, taste, and smell	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Describe what he/she sees, feels, hears, tastes, or smells	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Compare and contrast features of different objects; describe which senses are used (Ex: shell is rough, pickle is sour, kiwi is green inside)	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Scientific Exploration

SC33 Express their curiosity and investigate questions of interest through play and exploration

SC34 Use materials and tools appropriate for problem solving and exploration

Preschooler	Look at, feel, and describe a variety of objects (Ex: shells, pebbles, smooth sea glass, and egg cases from the beach)	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Use tools such as shovels, rakes, spoons, measuring cups, and spoons for dirt or sand	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Explore objects that attract and repel magnets	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses
	Use magnifiers to carefully observe details of insects, leaves, shells, and other small objects	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Explore funnels, sieves, and tubing during water and sand play	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information

Scientific Inquiry

SC35 Ask scientific questions

SC36 Investigate and explore their questions using observations and previous experience to make predictions

SC37 Provide their own explanations for “how” and “why” things happen

SC38 Use data from an investigation or exploration to draw conclusions and communicate results

Preschooler	Ask “how” or “why” an event or phenomenon occurred	Cognitive	E. Scientific Discovery	2.1 Generates specific questions for investigation
	Observe and describe changes that happen to materials in the environment (Ex: when food coloring is added to liquids, water is added to dirt, or apples are cooked to become applesauce)	Cognitive	E. Scientific Discovery	2.3 Makes observations

DE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Preschooler	Make predictions about the color change when a new food color is added to a substance, about changes that occur when water is added to sand or dirt, or how heat changes foods during cooking	Cognitive	E. Scientific Discovery	2. Anticipates outcome of investigation
	Describe changes that occur and communicate an understanding of results verbally and/or through drawing	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Scientific Knowledge – Living Things				
SC39 Observe, describe, and discuss the natural world of people, animals, and plants				
SC40 Recognize categories of people, plants, and animals; describe similarities and differences among them				
SC41 Recognize people, plants, and animals grow and change over time and need certain things to survive				
SC42 Demonstrate respect for living things				
Preschooler	Share observations about living things	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Distinguish farm animals from wild animals or desert plants from forest plants	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Identify adult animals and their offspring	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
	Handle animals and plants gently and approach carefully	Cognitive	E. Scientific Discovery	1. Expands simple observations and explorations into further inquiry
	Recognize pet's need for food and water or plant's need for water and sun	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings

Scientific Knowledge – Non-Living Things

SC43 Observe, describe, and discuss physical properties of non-living things, both natural and human-made

SC44 Recognize categories of non-living things and describe similarities and differences among them

SC45 Explore objects, machines, technology, and structures

SC46 Experiment with effects of their own actions on objects

Preschooler	Share observations about non-living things such as rocks are hard, ice is cold	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Sort objects by properties such as heavy vs. light, cold vs. hot	Cognitive	C. Conceptual Knowledge	3.2 Classifies according to physical attribute
	Show curiosity and manipulate objects and machines such as blocks and LEGOs, flashlights, and battery toys; tricycles and wagons; telephones and computers	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change
	Observe how their actions create change: switches turn lights on and off, changing the height of ramps effects how fast objects roll or slide, placing a large heavy block on a tower of small ones causes a collapse	Cognitive	E. Scientific Discovery	3.2 Manipulates materials to cause change

Scientific Knowledge – Earth and Sky

SC47 Observe, describe, and discuss changes in the seasons and the weather

SC48 Observe, describe and discuss landforms, bodies of water, and the properties of earth's materials (Ex: rocks, dirt, sand, and water)

SC49 Observe, describe, and discuss the characteristics of the sun, moon, stars, and sky

Preschooler	Observe that it is raining or note that trees are turning colors in the fall	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Mix dirt and water to make mud; describe how sand and dirt feel different; discuss how oceans are different from ponds	Cognitive	E. Scientific Discovery	3. Investigates to test hypotheses

DE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Preschooler	Observe stars and moon can be seen best at night and that the sun goes down as it becomes night; notice that the moon isn't always the same shape	Cognitive	E. Scientific Discovery	2.2 Demonstrates knowledge about natural happenings
Scientific Knowledge – Environment				
SC50 Explore how the environment is affected by what people do				
SC51 Describe and engage in activities that preserve the environment				
Preschooler	Observe trash or litter where it does not belong and suggest picking it up	Cognitive	E. Scientific Discovery	4. Transfers knowledge
	Pick up trash on playground; use both sides of paper; turn off water when brushing teeth; use recycling bins	Cognitive	E. Scientific Discovery	4. Transfers knowledge

My Family, My Community, My World

My Family and My Community Culture

MM31 Understand the concept of belonging to a family

MM32 Begin to develop an awareness of their family's culture

MM33 Begin to develop an awareness of the cultures of other children and adults in their group and community

MM34 Build an awareness and respect for differences in people (Ex: language, skin tone, race, abilities/disabilities, family structure, age, clothing)

MM35 Understand the concept of belonging to different groups (Ex: family, early childhood group, friends, community)

Preschooler	Draw family picture	Literacy	E. Writing	2.1 Makes representational drawings
	Communicate information about family and events	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Pretend to build structures to represent different types of homes during block play	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	Pretend to make various types of food during dramatic play	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Respond to similarities or differences of others in a respectful way	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Use positive words to describe characteristics of children (Ex: hair, skin tone, clothes, language)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Talk about his/her friends	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange

Past, Present, and Future History

MM36 Develop emerging concept of time through daily schedule and routines

MM37 Share their personal history including people, places, and events that take place in the past and the present

MM38 Talk about events that may happen in the near future

MM39 Begin to understand that things, people, and places change over time

Preschooler	Communicate using terms to describe time (Ex: yesterday, today, tomorrow; and morning, afternoon; and before nap, after nap)	Cognitive	C. Conceptual Knowledge	4.1 Identifies common concepts
	Convey information about personal history and/or family heritage from birth to present	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Talk about current events in his/her family and community	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Recall information about past events	Cognitive	B. Imitation and Memory	3. Relates past events
	Make predictions about future events (Ex: what will happen next)	Cognitive	D. Reasoning	4. Draws plausible conclusions about events beyond personal experience
	Sequence events in order that they occurred	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons

Places and Spaces – Geography

MM40 Be familiar with information about where they live, including their address

MM41 Develop concepts and describe location, directionality, and spatial relationships (Ex: on top of/ under, inside/outside, next to, beside, up/down, left/right)

MM42 Understand the world around them by using tools such as maps and globes, GPS (Global Positioning Satellite)

MM43 Develop an awareness of the natural environment surrounding them outdoors

MM44 Begin to understand the relationship between humans and the natural environment

Preschooler	Name street address	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Name city and state in which he/she lives	Social-Emotional	E. Meeting Social Expectations	4. Relates identifying information about self
	Describe directionality and location (Ex: up, down, inside, outside, left, right)	Cognitive	C. Conceptual Knowledge	4. Uses early conceptual comparisons
	Describe some features of environment in which he/she lives (Ex: house, apartment)	Social-Communication	D. Social Use of Language	2.2 Describes objects, people, and events as part of social exchange
	Describe features of earth (Ex: rocks, soil, air)	Cognitive	E. Scientific Discovery	2.3 Makes observations
	Explore natural resources (Ex: rocks, soil, plants, etc.)	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Place trash in trash can rather than littering indoor or outdoor environment	Social-Emotional	E. Meeting Social Expectations	2. Meets accepted social norms in community settings
	Participate in activities to pick up or reduce amount of trash, including reusing and recycling materials	Cognitive	E. Scientific Discovery	4.3 Shows awareness that manipulation of materials or processes prompted change in those materials or processes
	Use blocks, clay, and other materials to represent the natural environment	Cognitive	D. Reasoning	3. Solves problems using multiple strategies

Working Together – Government and Communities

MM45 Develop awareness of community people, including the services and products they provide, and the skills needed to perform their jobs

MM46 With support begin to develop problem solving skills

MM47 Help to create rules

MM48 Develop an awareness that people living in a family, early childhood group, or community have roles, responsibilities, and rules to help each other

MM49 Perform simple tasks within the home, early childhood group, or community

MM50 Participate in group decision making

Preschooler	Pretend to be different community helpers in the dramatic play center (dress up)	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Help set table before snack	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Assist another child, clean up toys	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
	Help to develop classroom/early childhood group rules	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	With support begin to problem solve solutions to problems that happen in the early childhood group (Ex: take turns or work out simple agreements using words instead of hands)	Social-Emotional	D. Independent and Group Participation	4. Resolves conflicts using negotiation
	Help with simple chores (Ex: prepare for snack by placing napkins on the table, or replace blocks on the shelf)	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments

Money and Resources – Economics

MM51 Explore the concept of money, including what it is and how it is used

MM52 Develop an awareness that people work for money in order to provide for basic necessities, including the concept that people can trade and barter to get goods and services

MM53 Begin to understand how people make and consume goods and services

MM54 Begin to understand wants versus basic necessities

Preschooler	Use pretend money in dramatic play area to buy pretend food	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Trade toys while playing	Social-Emotional	C. Interactions with Peers	3.3 Shares or exchanges objects
	Discuss where things come from (Ex: milk comes from the grocery store; the grocery store gets the milk from the cow that lives on the farm)	Cognitive	E. Scientific Discovery	4. Transfers knowledge

Creative Expression

Music

CE31 Develop awareness of different musical instruments, tones patterns/rhythms, and tempos

CE32 Initiate and recall patterns, songs, rhythms, and rhymes

CE33 Be exposed to music from other cultures

CE34 Sing a variety of simple songs in various keys

Preschooler	Sing songs, finger-plays, and rhymes	Literacy	B. Phonological Awareness	1.2 Participates in repetitive verbal play
	Play rhythm instruments	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Listen to variety of CDs, include CDs from other cultures	Cognitive	E. Scientific Discovery	1.2 Uses senses to explore
	Compose and recite rhymes	Literacy	B. Phonological Awareness	1. Produces rhyming words given oral prompt
	Clap, stomp, snap in patterns or to rhythm of music	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Sing and move to "If You're Happy and You Know It"	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities

Movement and Dance

CE35 Express through movement what is felt and heard in various rhythmic patterns

CE36 Demonstrate an awareness of different musical tempos, patterns, and beats through movement

CE37 Gain awareness of different cultures through experiences with a variety of music and movement activities

CE38 Experience and use movement to reinforce learning in other curricular areas

Preschooler	Use rhythm sticks and rhythm instruments	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
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DE Standards		AEPS-3 Area	AEPS-3 Strand	AEPS-3 Items
Preschooler	Dance to CDs with music from variety of cultures	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Clap, stomp, and sway to music	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Clap syllables for his/her name	Literacy	B. Phonological Awareness	3.2 Claps for each syllable in two- and three-syllable words
Visual Arts				
CE39 Show interest using different art media and materials in a variety of ways for creative expression and representation				
CE40 Plan and create original drawings, paintings, models, and other art creations using a variety of media				
CE41 Share experiences, ideas, and thoughts about artistic creations				
CE42 Use a variety of art materials and activities for sensory experiences				
CE43 Express interest in and show respect for the creative work of others				
CE44 Express experiences and feelings through a variety of artistic processes and creations				
Preschooler	Paint with different materials (Ex: paint brush, tooth brush, feather, leaf)	Cognitive	E. Scientific Discovery	1.1 Uses simple tools to gather information
	Sculpt with variety of materials (Ex: play dough, clay, pipe cleaners)	Cognitive	D. Reasoning	3. Solves problems using multiple strategies
	View examples of classic works of art	Social-Emotional	D. Independent and Group Participation	3.2 Responds to request to begin activity
	Respond to prompts (Ex: "How does this picture make you feel?")	Social-Communication	D. Social Use of Language	3.3 Responds to topic initiations from others

Dramatic Play

CE45 Represent fantasy and real-life experiences through pretend play

CE46 Show imagination and creativity in play

CE47 Participate in adult-guided dramatic activities

CE48 Engage in cooperative pretend play with another child

Preschooler	Take restaurant orders	Social-Emotional	C. Interactions with Peers	2.1 Enacts roles or identities in imaginary play
	Converse with other adults and children	Social-Communication	D. Social Use of Language	1. Uses language to initiate and sustain social interaction
	Engage in pretend play by acting out stories or real-life scenarios	Social-Emotional	C. Interactions with Peers	2. Plans and acts out recognizable event, theme, or storyline in imaginary play
	Dress-up and engage in imaginative play	Social-Emotional	C. Interactions with Peers	2.2 Uses imaginary props in play

Physical Health and Development

Fine Motor

PD31 Develop strength, small-motor control, and coordination through daily activities

PD32 Develop and use eye-hand coordination to perform a variety of tasks

PD33 Explore and experiment with a variety of tools

Preschooler	Shaping clay, hammering wood, using a paper punch, fingerpainting, stapling, cutting, using tableware, buttoning, and snapping	Fine Motor	B. Functional Skill Use	1.3 Uses fingers to explore object
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Building with blocks, putting together puzzles, making collages, stringing beads, reproducing shapes and patterns, using scissors, and developing dressing skills (Ex: buttons, snaps, zippers, buckles)	Fine Motor	B. Functional Skill Use	3.1 Assembles toy
		Fine Motor	B. Functional Skill Use	3.4 Holds object with one hand and manipulates object or produces action with other hand
	Using crayons, pencils, markers, chalk, pencils, paintbrushes, keyboard and mouse	Fine Motor	C. Mechanics of Writing	1. Holds writing tool using three-finger grasp to write or draw
		Fine Motor	D. Use of Electronic Devices	1. Uses finger to interact with electronic device

Gross Motor

PD34 Increase strength, balance, coordination, flexibility, stamina, and control in motor activities

PD35 Demonstrate body and space awareness, to move and stop with control over speed and direction

PD36 Develop the ability to coordinate increasingly complex movements

Preschooler	Walking, climbing, running, jumping, hopping, galloping, pedaling, skipping, marching, and lying on stomach while doing fine motor activities	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5 (all)
		Gross Motor	B. Movement and Coordination	6 (all)
		Gross Motor	B. Movement and Coordination	7 (all)
		Gross Motor	C. Active Play	2.2 Climbs play equipment
		Gross Motor	C. Active Play	3.1 Pedals and steers bicycle with training wheels
		Gross Motor	C. Active Play	3.2 Pedals and steers tricycle
	Moving smoothly between different surfaces, such as moving from carpet to tile or concrete to grass on playground; navigating obstacle courses; playing freeze tag or follow the leader	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
		Social-Emotional	C. Interactions with Peers	4.2 Participates in game
	Navigate person space with peers	Gross Motor	B. Movement and Coordination	3. Walks avoiding people, furniture, or objects
		Gross Motor	B. Movement and Coordination	5. Runs while avoiding people, furniture, or other objects
	Participate in throwing, catching, kicking, bouncing balls, riding a tricycle, using slide and swings	Gross Motor	C. Active Play	All

Health Awareness and Practice

PD37 Expand knowledge and respect for their bodies

PD38 Engage in daily physical activity, both indoors and outdoors

PD39 Learn about and practice health and hygiene routines

PD40 Experience and learn about healthy lifestyle practices

PD41 Learn about and demonstrate safe behaviors and accident prevention

Preschooler	Play simple games like “Head, Shoulders, Knees and Toes,” listen to body signals of fullness and hunger in order to choose how much to eat, care for his/her body in daily routines, and learn about body parts, systems, and functions	Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
		Social-Emotional	E. Meeting Social Expectations	1. Meets observable physical needs in socially appropriate ways
		Social-Emotional	E. Meeting Social Expectations	1.1 Meets internal physical needs of hunger and thirst
	Actively play, dance to music, run, ride tricycles, climb on playground equipment, or activities that increase his/her pulse and cause breathe deeply	Gross Motor	B. Movement and Coordination	5.1 Runs
		Gross Motor	C. Active Play	2.2, 3.2
		Social-Emotional	D. Independent and Group Participation	2.2 Responds appropriately to directions during large-group activities
	Independently blow nose, using the toilet, washing their hands, brushing their teeth, and coughing and sneezing into their elbows	Adaptive	B. Personal Care Routines	1. Carries out all toileting functions
		Adaptive	B. Personal Care Routines	2.2 Washes and dries hands
		Adaptive	B. Personal Care Routines	3. Completes all steps for personal hygiene, including brushing teeth, combing hair, and wiping nose
	Choosing fruits and vegetables, engaging in physical activities to builds strong and healthy bodies, identifying the purpose of advertising, and beginning to cooperate with limited screen time and rest time	Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments
		Cognitive	C. Conceptual Knowledge	3.1 Classifies according to function
	Wash hands before eating and after using the toilet; stay safe distance from swings; be aware of traffic when crossing streets and in parking lots; know when and how to call 911; grow increasingly aware of potential risks and ways to keep self and others safe	Adaptive	D. Personal Safety	2. Complies with common home and community safety rules
		Adaptive	D. Personal Safety	4. Recognizes and reports information regarding safety
		Social-Emotional	E. Meeting Social Expectations	3.2 Follows established social rules in familiar environments